DOCUMENT RESUME

ED 279 715 TM 870 160

AUTHOR Achilles, C. M.; Lintz, M. N.
TITLE Random Notes on Randomness: A Survey Concern.
PUB DATE Nov 86
NOTE 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitude Measures; *Community Attitudes; Elementary Secondary Education; Public Opinion; *Questionnaires; *Research Methodology; *Research Problems; *Sampling; School Attitudes; School Districts; *School Surveys; Validity
IDENTIFIERS Knoxville City Schools TN; Oak Ridge Schools TN; Tennessee

ABSTRACT

Researchers conducted surveys of public attitudes in two Tennessee school systems in 1984-85 and 1985-86. Although interested in the survey results, one purpose of the researchers was to determine some inexpensive and relatively simple survey procedures. The researchers sought--through several pilot studies--to identify an efficient, parsimonious and effective sampling procedure. The final random-sample plan used the fact that most city polling places are in public schools. A history of the number of people registered and voting at each polling place was obtained from the election commission. The percentage needed at each polling place to establish a sample of confidence (.95) was calculated. Trained volunteers distributed surveys at polling places and encouraged respondents to complete the survey. Return rate was high (over 90 percent). People (other than the random group) who insisted on completing the survey were allowed to do so. By keeping the completed instruments separate, there were two sets of surveys: the random and non-random samples. Results from comparisons of: (1) random with non-random samples; and (2) random sample results with the pilot studies in both communities are extremely similar. In fact, a convenience sample (n=82) in one system provided essentially the same results as the nearly 5,000 responses to the full-scale, mail-out survey. The survey instruments and summary results are appended. (Author/LMO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279715

RANDOM NOTES ON RANDOMNESS: A SURVEY CONCERN

Mid-South Educational Research Association
(MSERA)
Memphis, TN 11/1986

by:
C.M. Achilles
M.N. Lintz
Bureau of Educational Research and Service
College of Education
University of Tennessee
Knoxville, TN 37996-3400

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. M. Achilles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 870 160

BEST COPY AVAILABLE

ABSTRACT

RANDOM NOTES ON RANDOMNESS: A SURVEY CONCERN
M. N. Lintz, C. M. Achilles, University of Tennessee, Knoxville, TN

School personnel often survey various populations to obtain information about school programs. This seemingly simple task is usually confounded by the need for attention to research procedures, especially sampling. The concern about sampling generally surfaces after the survey has been conducted, often called into question by someone who disagrees with survey results. Regardless of motive, the person who conducts the survey is accountable for following appropriate procedures. A "random" sample is best. If randomness is not possible, there are ways to compensate: stratification, opinions of special groups, a convenience or grab sample. How do results of a non-random and a random sample compare on a survey of the same population?

The researchers have conducted surveys of public attitudes in two Tennessee school systems in 1984-85 and 1985-86. Although interested in the survey results, one purpose of the researchers (besides obtaining the survey results) was to determine some inexpensive and relatively simple survey procedures. The researchers sought--through several pilot studies--to identify an efficient, parsimonious and effective sampling procedure. We did identify an appropriate sampling procedure, but that may not have been our most interesting result.

The final random-sample plan used the fact that most city polling places are in public schools. We could obtain a history of the number of people registered and voting at each polling place from the election commission. We calculated the percentage needed at each polling place to establish a sample of confidence (.95). The population was the registered voters in the City. (This sample is important--the people who vote) Trained, intelligent volunteers distributed surveys at polling places and encouraged respondents to complete the survey. We had a high return rate (over 90%). When you distribute the survey randomly but in person, some people other than the random group insist on completing the survey. It would be extremely bad public relations to prohibit someone from completing the survey if that person were adamant about it. By keeping completed instruments separate, there were two sets of surveys: the random and non-random samples. How do the results of the two samples compare?

Results from comparisons of 1) random with non-random samples, and 2) random sample results with the pilot studies in both communities are extremely similar. There are essentially no differences between random sample responses, responses of those who insist on completing the questionnaire, or of the pilot tests. In fact, a convenience sample (n=82) in one system provided essentially the same results as the nearly 5,000 responses to the full-scale, mail-out survey. The full paper provides the data in percents, graphs, charts, etc. to let the reader assess the importance (or lack of importance) of random sampling in these 20-item surveys (plus 4-item demographics).

RANDOM NOTES ON RANDOMNESS*

Introduction

Tennessee's Comprehensive Education Reform Act (CERA) school improvement plan includes a community involvement component. Part of the community involvement component is implemented by Governor's Task Forces composed of citizens who review schools in their communities and make reports about them. One option is that these task forces develop a school "report card." presumably they could grade the schools, ala report cards, from A to F. Several issues confront these task forces; the issues are familiar to persons who often conduct surveys--content, cost and sampling.

Persons who conduct surveys are concerned with reliability and validity, but most often one hears the issue of sampling discussed and cussed. If the survey finds out what everyone wants to hear, there seldom is any discussion of "the sample." But, just let the survey purvey unpopular results! What was the sampling frame? What confidence limits? What were the parameters? Whose values? The range of possible challenges is legion.

To try to make survey results acceptable and "scientific" surveyors go to great lengths to obtain some sort of defensible sample. A truly random sample is the desideratum. Since this ideal is elusive, pollsters accept other, less-than-ideal but still defensible sampling procedures.

Since a sample represents some specific population--and since survey results from your sample must approximate the results you would have obtained if you queried the population--it is evident that two things must be clearly defined: 1) the population and 2) the sample. Each step is equally important.

Pollsters must be alert to possible sources of bias in their results, as well as the usual threats to validity. If a pollster were to attempt to determine the general population's preferences in wines and potential use (purchase) of wines, the pollster would not want to have a sample that included only prohibitionists, AA members, WCTU members and active congregationists of religions that ban the use of alcohol. A pollster seeking public opinions about schools certainly would not want a sample consisting of only people who wanted, even

---

*C.M. Achilles and M.N. Lintz, BERS, College of Education, University of Tennessee, Knoxville, TN 37996-3400. Paper presented for MSERA, 11/1986. (The Survey Results are available for those interested. Surveys and results were too long for general distribution. The Knoxville City survey instrument is in Appendix A, p. A-1 of this brief report.)

asked, to respond to the survey. Certainly those who have axes to grind would not provide a balanced view of the schools. Or would they?

Our Concern

How important is a random sample? Is it worth the effort? How much do responses of a random sample differ from responses of a group that insisted on completing the same survey (non-random group)?

The Setting

In several attempts to gather information for school systems and/or the aforementioned Governor's Task Forces in Tennessee the authors were presented with interesting opportunities to compare results of non-random or even purposive samples with the results of more scientific--even random--samples. The school districts were both in a rather urban area of East Tennessee; the two districts were also close to each other. The Knoxville City Schools (KCS) is a fairly large, urban district. Oak Ridge (OR), although an urban area, is highly suburban in character; the schools of Oak Ridge seem to be a major source of community pride. The KCS superintendent and the OR Governor's Task Force both contacted the Bureau of Educational Research and Service (BERS) of the University of Tennessee's College of Education for assistance in obtaining community perceptions of the schools. For OR it was a one-shot survey; for the KCS there were several surveys conducted over time by BERS for the KCS. For each survey there were opportunities to study both the random, or "scientific," samples and non-random samples.

The KCS survey was initiated in 1984. The 1984 survey included a "population" of community members and parents of pupils in grades 3, 7 and 9. Surveys were sent to principals who "randomly" distributed packets to homerooms of grades 3, 7, and 9. Pupils took questionnaires home and brought the completed surveys back to school. One researcher visited selected community groups (including senior citizens' homes) to obtain responses. There were 1147 total useable responses: 538 elementary, 125 middle school, 149 high school and 538 community responses. Costs, especially in terms of time, were high, and the "population" (and, thus the sample) was rather loosely defined. Based on the 1984 process, the survey team planned changes for 1985.

Since funding for surveys is limited, costs for survey activities must be considered. Cost in any public survey is an issue, since mailing costs today are relatively high, and the desired large return increases mailing and data processing costs. Costs also help determine the realities of sampling. For the 1984 KCS survey we distributed the surveys through relatively inexpensive

processes: hand-delivered by students, and having a researcher meet with large groups where persons completed the surveys and returned them directly to the researcher. These procedures, while acceptable, seemed less than optimum.

Other options which we considered for future use were: printing a survey in the newspapers and asking people to complete and return it (with the respondent paying postage), printing a survey and having it delivered along with the morning or evening newspaper with a postage-paid return envelope, a telephone survey with a smaller sample, and other procedures. The major issue, however, was the exactitude of the population and sample. Thus, three issues were really at the heart of our need for survey improvement: clear definition of population (and sample), costs, and procedures for survey return.

For 1985 the population to be surveyed was identified as the voters in the city who actually voted in the general (November) elections. Once the population was determined, other issues fell easily into place.

In Knoxville, most public voting sites are located in the schools. The number of registered voters in Knoxville is known, and for any given election the number of voters in that election is known. The number of registered voters and the average number of voters per precinct for different types of elections are also known. These "knowns" offered some interesting possibilities for a Survey of Voter Attitudes about the Knoxville City Schools.

We worked with the Election Commission to establish a legal and acceptable procedure to work at the polling places. At the primary election (August, 1985) we conducted a pilot test of survey process and tested the slightly revised survey. Three polling places were chosen at random from the total in the City; sampling frames were developed, samples drawn, and surveys distributed by student leaders who had received written instructions and a briefing by school personnel. Monitoring of the process noted some breakdown in following the sampling instructions (when an adult not in the sample asked a student for a survey, the student gave the survey out and included it with the results). There were other problems. School was out before polling places closed and even though there was a written explanation for the survey, some respondents asked questions that students could not answer. Nevertheless, there were 224 useable returns from the August, 1985 pilot test. The pilot test results showed that this election-day approach was workable, so we proceeded with plans for November.

Excluding the pilot sites, survey distribution points were selected at random. Based upon the history of voter turnout by precincts, we determined a

sampling frame to provide the approximate number of voters needed in each precinct to reach or exceed the .95 confidence level.

Next we contacted the PTA or PTSO in each school selected in the sample. We met with officers and provided survey distribution instructions. (See Figure 1). Throughout survey day (election day) a PTA or PTSO representative (and at some schools, a school student leader) distributed survey forms according to instructions developed for that individual site. (E.g., at one site instructions might have been to start with the sixth voter and choose every eighth person; at another site, instructions might have been to start with the second voter and choose every tenth person thereafter.)

It was impossible, without generating either individual ill will or bad school Public Relations (PR), not to provide a survey form to a person who insisted on completing one. Those distributing the surveys were instructed to keep the random sample responses separate from the non-random responses. This process provided, for 1985, a random response of 1323 and a non-random response of 670. It also offered a chance to compare random and non-random responses.

The Oak Ridge opportunity was less planned since the OR Survey was a one-shot situation. After some developmental efforts, a pilot of the OR Survey was distributed in two selected communities. There was no attempt at randomness; persons were asked to complete the survey. There were 86 useable returns. Based on analyses of the pilot responses, some changes were made and a final survey instrument was prepared for distribution.

The purpose of the survey was to obtain community perceptions and identify ways to improve the OR schools. The Governor's Task Force desired broad-based community input rather than a random sampling. Costs, however, and logistics of survey distribution/return and of data handling (if there was a high response rate) were realities to be considered. Final distribution was through the mail: surveys were included with utility bills, so the population became all persons in OR who received utility bills (e.g., property owners in a specific zip code). Respondents could mail back the surveys or drop them off at key places within the community. There were 1801 useable responses by the deadline (11/85).

At approximately the same time as the KCS survey there were several other "scientific" surveys in the area and focusing on the same schools. Likewise, each year the Phi Delta Kappan reports results of the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Since both the KCS and OR surveys included a question on "grading" the schools--as did the Gallup Poll--there was an opportunity to compare the KCS and OR results with some external and "scientific" surveys.

A SURVEY OF PUBLIC OPINION ABOUT THE
KNOXVILLE CITY SCHOOLS (KCS)

Background

We would like to obtain a sample of opinions of Knoxville registered voters regarding the Knoxville City Schools. Thus, we are sampling voters during the November elections. For the information to be useful, we need our sample to be obtained in as controlled and "scientific" a manner as possible. For this reason, we are asking you who assist with the KCS survey to follow the Guidelines for the KCS Survey. Thank you.

GUIDELINES FOR THE KCS SURVEY

Please follow these "Guidelines" as closely as possible. We are trying to obtain a "scientific" sample for the survey:

1. Distribute the survey exactly as described in your Survey Distribution Details. This will provide a random sample of voters.

2. If someone randomly selected refuses to participate, ask the next person to complete the survey and continue with your regular progression, counting from the person who actually completed the survey. (If this second person should refuse move to the third person, etc., until you have a respondent).

3. Have each randomly selected respondent place the completed survey in the "Random Sample Survey" pile (box, envelope, etc.).

4. If a person expresses a strong desire to complete a survey, but is not randomly selected to do so, give that person a survey form. Keep these "Non-Random" survey responses separate from the "Random" responses. (We shall analyze these, separately from the random sample, and comment on and report the results of both groups.)

5. Put the Random Sample Survey in the envelope so marked; Put the Non-Random Survey in the other envelope. Be sure the school name is on each envelope. Return the envelopes as in your Survey Distribution Details form.

Please note. The Random survey responses will provide our "scientific" information. We do, however, wish to hear from those who feel strongly about the schools and wish to respond as part of the Non-Random group. We will analyze these results and compare them with the Random sample to help the KCS improve plans and programs.

If you have specific questions, please call one of the following for clarification:

Name _____ Phone _____

Name _____ _____

THANK YOU FOR YOUR HELP

Figure 1. Instruction to Persons Distributing Survey Forms at Polling Places, KCS Survey, 1985

The survey settings described above offered the survey team opportunities to study what differences, if any, there were between the responses from the generally "scientific" and random samples, and non-random samples. Was it worth the "hassle" to get 1801 responses from OR, or would the pilot study (n=86) have been as good? Was it worth the effort to obtain responses from 1323 persons in KCS, or would the pilot responses (n=224) have done as well? How did the KCS random (n=1323) and non-random (n=670) responses compare? How did KCS responses compare to the "scientific" Gallup Poll responses and responses to the professional pollsters' questions at about the same time?

Procedures

The procedures for this descriptive study are relatively simple. Results of the surveys were compiled into tables, and the tables were analyzed to determine similarities and differences between the "scientific" approach to the survey and the pilot or non-random approaches to the same survey. One possible limitation, however, is that the scientific approach to the surveys might not have been as scientific as the researchers hoped.

The scientific responses, the non-random responses or pilot responses, and the comparisons to responses to national surveys such as the Gallup Poll provided the base information for this descriptive study. No attempt was made to apply any sophisticated analysis procedure; rather, comparisons were considered to be extremely similar (i.e., essentially the same) or similar if they fell within the percentage ranges shown in Table 1 on any given response. Responses outside the established ranges were considered dissimilar.

TABLE 1
Decision Rules for Descriptive Analysis of Similarity of Responses on Surveys Based Upon Range of Percent of Response on Any Portion of Survey Item

Percent of Response	Extremely Similar (Percent)	Similar (Percent)
0-10	within 2	within 3
11-30	within 4	within 5
31-50	within 6	within 7
51-70	within 8	within 9
71-99	within 9	within 10

Major comparisons were with surveys conducted in 1985. The 1984 KCS Survey (Appendix A, p. A-2) provides a general baseline for comparative purposes of KCS results. The major data sets of interest for this paper consist of the Knoxville City Schools (KCS) Surveys of 1985: the Pilot Study, the Random Sample,

and the Non-Random Sample and the Oak Ridge Surveys, 1985: the Pilot Study and the "Scientific" Survey. Points of external comparison include the 1984 and 1985 results of the Gallup Poll of public attitudes toward the public schools and two "professional" surveys conducted in Knoxville/Knox County concurrent with the Knoxville City Surveys.

Presentation of Data: KCS Surveys

Table 2 compares the results of the Knoxville City Schools 1985 random survey; the 1985 non-random group; the 1985 pilot (n=226). Also shown in Table 2 are results of the random/non-random groups combined (total) and the 1984 KCS results for a comparison. Appendix A, pages A-2 to A-5, contains more detail of the survey responses. The non-random group consisted of persons who insisted on completing the survey, and thus can be presumed to have had a strong interest in the KCS, or at least in responding to a survey about the KCS. The random survey was generated from a sampling frame and, based upon spot monitoring of the survey process, the researchers are confident (.10) that the pattern of randomness was followed.

Note (Table 2) that for the demographics (questions 2, 3, 4) the three groups (Columns I, II, IV) qualify as extremely similar on question 2 and similar on questions 3 and 4. The random (n=1323) and pilot (n=224) responses are extremely similar (i.e., essentially the same) on all three questions. For survey questions 5-10 and 12, the three groups (Col. I or random, Col. II or non-random and Col. IV or pilot) are extremely similar and similar (using criteria from Table 1) as shown in Figure 2. (Page 9).

Insert Figure 2 About Here

Results of questions 6, 11, 13, and 14 must be reviewed separately to identify similarities and differences. Questions 11 and 14, since the responses are ranked data, can be estimated for similarity using a rank-order correlation, such as Spearman's rho (r_s). In question 11 and 14 the missing ranks can be added (only the top 5 are ranked originally). If this is done the r_s for the various pairs and the three groups are as follows:

Question	I,II	I,IV	II,IV	I,II,IV
11	.83	.90	.99	.91
14	.94	.94	.99	.96

Although the n's are small, the table values (n=6) for the .05 and .01 level are instructive. (df=5, or n-1).

r_s (n=6): .05=.755; .01=.875.

Table 2
Comparisons Of Survey Results: 1984-1985
Knoxville City Schools (KCS)

KCS 1984-85 Survey Summary *

		I Random N=1323	II Non-Random N= 670	III Total N=1993	IV Pilot N=224	V 1984 N=1147
1.	Zip Codes - see individual survey breakdowns					
2.	0-2 yrs.	3	3	3	5	13
	3-5 yrs.	7	7	7	7	11
	6-10 yrs.	11	11	11	10	15
	11-more yrs.	78	78	78	79	61
3.	yes	53	41	36	36	NA
	no	47	59	64	64	
4.	yes	43	52	46	48	NA
	no	57	48	54	52	
5.	above avg.	16	14	15	20	23
	avg.	57	56	56	55	54
	below avg.	18	23	20	16	18
	do not know	9	7	9	9	5
6.	One thing	Staff Qual. Acad. Prog. Sal./Incen. Class Size	Staff Qual. Acad. Prog. Class Size Sal./Incen.	Staff Qual. Acad. Prog. Sal./Incen. Class Size	Imp. Acad. Red. Class Rem. Pol. Imp. Staff	NA
7.	Alt · · · Prog.					
	yes	72	72	72	69	80
	no	8	7	7	10	5
	not sure	20	21	20	21	15
8.	B.S. Achv.					
	yes	51	50	51	53	48
	no	17	20	18	21	13
	not sure	31	29	31	26	39
9.	Instr. Qual.					
	yes	40	40	40	47	39
	no	23	26	24	23	17
	not sure	37	34	36	30	44
10.	"A"	8	7	8	11	9
	"B"	37	31	35	37	39
	"C"	43	47	44	43	44
	"D"	9	10	10	8	7
	"F"	3	5	3	1	1

KCS 1984-85 Survey Summary, Cont.

		I Random	Rank	II Non-Random	Rank	III Total	Rank	IV Pilot	Rank	V 1984	Rank
11.	Sch. Budg.	486	4	270	2	756	3	93	2.5	307	
	Sch. Brd.	341		193		534		68		394	6
	Class Size	504	3	251	4	755	4	91	4	383	5
	Alt. Prog.	475	5	250	5	725	5	83	5	468	3
	Reg. Class	521	2	260	3	780	2	93	2.5	620	1
	Loc/Nat. Scores	574	1	288	1	862	1	120	1	585	2
	Other	66		21		87				several	
12.	Agree	46		44		45		52		56	
	Disagree	22		29		23		32		10	
Super.	Don't know	32		30		31		16		34	
	Agree	37		32		36		40		51	
School	Disagree	33		44		37		30		20	
Board	Don't know	30		24		28		30		29	
	Agree	60		61		60		39		74	
	Disagree	14		18		16		32		9	
Prin.	Don't know	26		21		24		9		17	
	Agree	66		71		66		68		74	
	Disagree	13		11		12		26		10	
Teach.	Don't know	23		18		21		6		16	
	Agree	30		24		28		32		NA	
Cat.	Disagree	24		31		26		42		NA	
Adm.	Don't know	46		44		45		26		NA	

		I Random	II Non-Random	III Total	IV Pilot	V 1984
13.	School Impr. (Top 5)					
	1	B.S. math	B.S. math	B.S. math	B.S. math	B.S. L.A.
	2	B.S. L.A.	B.S. L.A.	B.S. L.A.	B.S. L.A.	B.S. Math
	3	Science	Science	Science	Early Child	Science
	4	Spec.Edu.	Spec. Edu.	Spec. Edu.	Tech./Comp.	Spec. Edu.
	5	Early Child	Early Child	Early Child	Career/Voc.	Early Child

		I Random	Rank	II Non-Random	Rank	III Total	Rank	IV Pilot	Rank	V 1984	Rank
14.	Info.										
	1. Par.	479	1	263	1	742	1	37	1	201	3
	2. Other Ind.	80		43		123		7		39	
	3. Events	138	3	73	3	211	3	15	3	161	4
	4. Sch. Emp.	117	5	66	4	183	4	11	4	118	5
	5. Stude.	127	4	51	5	178	5	8	5	234	1
	6. Newspaper	257	2	107	2	364	2	17	2	203	2
	7. Radio/TV	40		24		64		2		38	
	8. Other	40		26		66		3		31	

* Results presented as percents(rounded). Abbreviations: B.S.= Basic Skills; L.A.= Language Arts; alt.= alternative Imp.= Improve; Red.= Reduce; Rem. Pd.= Remove Politics; Imp. Acad. (pilot)= Acad. Prog. on regular survey.

Survey Question	Extremely Similar				Similar			
	I,II,IV	I,II	I,IV	II,IV**	I,II,IV	I,II	I,IV	II,IV
5*	X	X	X	X	X	X	X	X
7*	X	X	X	X	X	X	X	X
8*	X	X	X	X	X	X	X	X
9*		X		X	X	X	X	X
10A		X				X	X	
B	X	X	X	X	X	X	X	X
C	X	X	X	X	X	X	X	X
D	X	X	X	X	X	X	X	X
F			X			X	X	
12*S		X	X			X	X	
SB		X	X			X	X	
P	X	X	X	X	X	X	X	X
T	X	X	X	X	X	X	X	X
CA			X			X	X	

* Largest percent used for comparison.
** Numerals refer to surveys (Table 2).

Figure 2. Comparison of Responses on 1985 KCS Random (I), Non-random (II) and Pilot (IV) Survey results summarized from Table 1 and Table 2 data.

The inescapable conclusion is that it would make essentially no difference which results the researcher chose to use--the random, the non-random, or the pilot. An "eyeball" content analysis of the results of questions 6 and 13 (Table 2) shows the striking similarity of results among the three surveys. (Columns I, II, and IV).

The KCS Results Compared to External Surveys

Where feasible, the KCS results were compared to more "professional" surveys. The KCS surveys repeated the Gallup Survey (Kappan) question about grading the schools. Note that the Gallup Poll asks for grades for the schools nationally and in this community. Both results are shown for 1985 and 1986 in Table 3. The 1985 KCS survey results from all three conditions (random, non-random and pilot) are similar (using criteria from Table 1) and are also similar to the Gallup results for 1985, especially the question about "schools in the community".

The Gannett Corporation conducted some polls on education using "scientific" sampling procedures. One poll area was Knoxville-Knox County, and the results were reported in the Gannett's local paper, The Knoxville Journal in May 6 and 7, 1985. Several questions, although not exactly the same, got at the same issues as the KCS 1985 survey. (Responses in percents).

	Gannett	KCS		
Grade the Schools in this Community		Random	Non-Random	Pilot
Excellent	12.5%	8	7	11
Poor	5.8%	2	5	1
Personnel (Positive)				
Teachers	62.4%	64	71	68
Admin.	58.9%	60	61	59

Comparison of the various KCS surveys with the "scientific" Gannett survey at about the same time shows that results were, using criteria from Table 1 (p. 6), very similar for the "excellent" response and both "positive" responses on personnel; responses were similar for the "poor" response.

Insert Table 3 About Here

Presentation of Data: Oak Ridge (OR) Surveys

For the OR demographic questions (see the survey results in Appendix B for details) there is considerable response similarity between the pilot and community survey results. The similarities for demographics are shown in Table 4. Except that a greater percent of community survey respondents had children in

school (49 to 38 percent), the demographic data are essentially the same for both groups.

Insert Table 4 About Here

In applying the same criteria (Table 1) as used to compare the various KCS survey results, there is considerable similarity between the results of the two OR surveys. Figure 3 shows their results using the percent response for "grading" schools (A or B), for favoring elements of OR schools, and for the emphasis on aspects of OR schools ("about right").

Insert Figure 3 About Here

The extreme similarity of response between the OR pilot and community survey results is evident from Figure 3. Only in the percent of respondents giving 1) the OR Schools a grade of B, 2) the teachers a grade of B and 3) agreeing on the emphasis on guidance programs are there not "extremely similar" or "similar" responses; on 22 of 25 comparisons the results are "extremely similar"--usually within 3-5 percentage points.

The similarities of responses between the OR survey results and the similarities of responses among the KCS survey results are noteworthy. In one sense the similarities indicate a replication which adds strength to the conclusion that one could put about as much faith in one set of responses as in another set. The "scientific" and the "non-scientific" approachs seem to provide about the same results.

OR Results Compared to 1985 Gallup Poll

The questions on grading the schools--locally and nationally--appeared on the OR pilot and community surveys and on the Gallup surveys. Table 5 shows that in both surveys the OR respondents are much more impressed with their schools than are Gallup respondents with their local schools. By way of comparison, both OR respondent groups are very similar in how they grade schools nationally; both provide a grade of A or B that is only about 4-6 percentage points less than the Gallup respondents provide.

Insert Table 5 About Here

TABLE 3
COMPARISON OF RESPONSES ON KCS SURVEYS (1984-85) AND 1985 AND 1986 GALLUP POLLS OF ATTITUDES ABOUT THE PUBLIC SCHOOLS

"Grade" for the Schools	Gallup* I 85	Gallup* I 86	Gallup* II 85	Gallup* II 86	KCS 1984 (n=1147)	KCS 1985 Random (1323)	KCS 1985 Non-Random (670)	KCS 1985 Pilot (224)
A	3	3	9	11	9	8	7	11
B	24	25	34	30	39	37	31	37
C	43	41	30	28	44	43	47	43
D	12	10	10	11	7	9	10	8
Fail	3	5	4	5	1	2	5	1
N/R or Don't Know	15	16	13	15	0	0	0	0
TOTAL	100	100	100	100	100	99	100	100

*As reported in the Kappan, Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, 67, 1 (September, 1985) p. 37; 68, 1 (September, 1986) p. 49. Gallup I is response to the question, "Schools nationally" and II is response to the question, "Schools in this community." Percents may not equal 100 due to rounding.

TABLE 4
COMPARISON OF DEMOGRAPHIC DATA: OAK RIDGE SURVEYS, 1985

Question		Pilot (n=86)	Community (n=1801)
Lived in Oak Ridge?	0-20	51%	47%
	21+	49%	53%
Children in Oak Ridge Schools?		38%	49%
Did grown children attend Oak Ridge?*		55% (89%)	52% (91%)

*Smaller percent is of all respondents; larger is of those not marking "no response." (Some respondents had children in school and no graduates yet.)

Question:	Extremely Similar	Similar	Question:	Extremely Similar	Similar
Grade:			Emphasis:		
OR Schools A	X	X	"About Right"	X	X
B	-	-	Written Expr.	X	X
Schools Nationally A	X	X	Penmenship	X	X
B	X	X	For Long	X	X
OR Teachers A	X	X	Athletics	X	X
B	-	-	Homework	X	X
OR Principals A	X	X	Progs Handicapped	X	X
B	X	X	Progs Gifted	X	X
OR School Board A	X	X	Guidance	-	-
B	X	X	Favor:		
Favor:			Open Campus	X	X
Half Day (Wednesday)	X	X	Bus System	X	X
6th to Jr HS	X	X	9th to Jr HS	X	X
School Choice	X	X			

Figure 3. Comparison of Responses on 1985 OR Pilot (n=86) and Community (n=1801) Survey results summarized from data in Appendix B on common items.

TABLE 5

Grades Provided by Various Respondent Groups for the OR Schools and Schools Nationally: Comparisons with the 1985 Gallup Poll Responses Nationally and In this Community. Question: What "Grade" Would You Give the _____? (Percents)

Respondent Group	Grade A	B	A+B	C	D	F	D+F	Don't Know
Local Schools?								
Oak Ridge Community	40	50	90	8	2	1	3	N/A
Oak Ridge Pilot (n=86)	43	41	84	12	2	0	2	N/A
Gallup (Local Schools)	9	34	43	30	10	4	14	13
Schools Nationally?								
Oak Ridge Community	4	17	21	65	13	1	14	N/A
Oak Ridge Pilot	5	18	23	62	15	0	15	N/A
Gallup (U.S. Schools)	3	24	27	43	12	3	15	15

Percents may not equal 100 due to rounding.

Some Concluding Thoughts

The very strong similarities between and among the results of the various surveys, for example between and among the random sample, non-random sample and pilot sample of the KCS and the two samples of the Oak Ridge Surveys, suggest that at least for the results discussed here, a person would have saved considerable time and energy (not to say costs) by using the small samples. The pilot results for both KCS and OR with their small number of respondents were essentially the same as the results of the "scientific" surveys with much larger samples. Obviously, one major benefit of the pilot surveys was that pilot results helped clarify questions and improve the survey instrument, as well as helping to identify better ways of conducting the survey itself. Nevertheless, one wonders if just obtaining a small "grab sample" from the street corner might not save a lot of effort and energy when it comes to getting the information for this type of a perception study. Is a set of findings within $\pm$5 percent close enough for "government work?" If the significance level had been set at .10, there probably would have been "no difference" in the results.

The advantage, however, of following the more detailed and accepted procedures is simply that the researcher and the audience have considerably more confidence in the results; the results are much more defensible. Surveying has become a relatively sophisticated art. There is a tradition; there is a history. There are accepted ways of conducting surveys; if a pollster doesn't deviate from accepted ways, the results will get better acceptance. Other researchers will have more confidence in the results, and the researcher won't have to try to defend something which could be considered "shabby" practice by sophisticated or snobby peers. Personally, I find it difficult enough to defend any type of survey, and the probability of gaining acceptance of survey results from a survey done contrary to the generally accepted procedures would certainly be that much more difficult. The history and tradition of survey development are available to assist the person who conducts surveys. Nevertheless, the current study shows that there really aren't many differences between the results which you would obtain "scientifically" (e.g., the KCS random sample) and the results you get from a small sample (the pilot study) or even the results which one gets from a group of people who insist on completing the study.

References

Achilles, C.M. and M.N. Lintz. (1985: AprIl). Survey of Public Attitudes About the Knoxville City Schools (1984). Knoxville, TN: Bureau of Educational Research and Service, University of Tennessee. 37 pages + Appendices.

_____. (1986, January). Survey of Public Attitudes About the Knoxville City Schools (1985). Knoxville, TN: Bureau of Educational Research and Service, University of Tennessee. 23 pages + Appendices.

_____. (1986, January). The Schools of Oak Ridge: A Report of Survey Results for the Oak Ridge Education Task Force. Knoxville, TN: Bureau of Educational Research and Service, University of Tennessee. 13 pages and Appendices.

Gallup, Alex M. (1985, September). The 17th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Phi Delta Kappan, 67, 1. 33-47.

_____. (1986, September). The 18th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Phi Delta Kappan, 68, 1.

APPENDICES

		Page
A	KCS Survey Form	A-1
	KCS 1984 Survey Summary Results. (n=1147)	A-2
	KCS 1985 Results (Random Group). (n=1323	A-3
	KCS 1985 Results (Non-Random Group). (n=670)	A-4
	KCS 1985 Pilot Results. (n=224)	A-5
B	Oak Ridge Survey Summaries (1985)	
	Oak Ridge Pilot Survey (n=86)	B-1
	Oak Ridge Community Survey (n=1801)	B-2

KNOXVILLE CITY SCHOOLS (KCS) SURVEY: 1985

Please provide us your best information, impressions and ideas.

LEAVE THIS BLANK

1. What is your zip code? _____ 1-5

2. How long have you lived in the Knoxville City School (KCS) District? 6
_____ (1) 0-2 years _____ (3) 6-10 years
_____ (2) 3-5 years _____ (4) 11- more years

3. Do you have children in the Knoxville City Schools (KCS) now? _____Yes _____No 7

4. Have you had children in the KCS in the last 5 years? _____Yes _____No 8

5. The quality of education which KCS provides children is: 9
_____ (1) above average _____ (3) below average
_____ (2) average _____ (4) do not know

6. What <u>one thing</u> could be done to improve the quality of education in the KCS? 10-11

_____

Please <u>check</u> appropriate column(s) for questions 7-9.

	yes (1)	no (2)	not sure (3)	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities?	_____	_____	_____	12
8. Has student basic skills achievement in the KCS improved in the last five years?	_____	_____	_____	13
9. Has the quality of instruction in the KCS improved in the past 5 years?	_____	_____	_____	14

10. What "grade", generally, would you give the Knoxville City Schools? 15
_____ (1) "A" _____ (3) "C" _____ (5) "F"
_____ (2) "B" _____ (4) "D"

11. Please <u>check</u> items about which you would like to know more. 16-23
_____ (1) school budget _____ (5) regular classroom program
_____ (2) school board _____ (6) local test scores compared to
_____ (3) class size state and national norm 24
_____ (4) alternative programs _____ (7) other (Please note) blank

12. I have trust and confidence in the Knoxville City School system's: 25-29

	Super-intendent	School Board	Prin-cipals	Teachers	Central Admin.
1. Agree	_____	_____	_____	_____	_____
2. Disagree	_____	_____	_____	_____	_____
3. Don't Know	_____	_____	_____	_____	_____

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please <u>check</u> appropriate column(s) for each entry, a - m.

	High (1)	Medium (2)	Low (3)	
(a) adult and community education	_____	_____	_____	30
(b) alternative schools/programs	_____	_____	_____	31
(c) arts/music	_____	_____	_____	32
(d) basic skills-language arts	_____	_____	_____	33
(e) basic skills-mathematics	_____	_____	_____	34
(f) career/vocational education	_____	_____	_____	35
(h) early childhood/education	_____	_____	_____	36
(i) health/physical education	_____	_____	_____	37
(j) science/social science	_____	_____	_____	38
(k) special educ./learning problems	_____	_____	_____	39
(m) technology/computers	_____	_____	_____	40

14. Where do you get <u>most</u> of your information about the schools? (Check <u>one</u> answer). 41
_____ (1) parents of children in school _____ (4) school employees
_____ (2) other individuals in community _____ (5) students
_____ (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.) _____ (6) newspapers
_____ (7) radio/TV
_____ (8) other

THANK YOU VERY MUCH FOR YOUR COOPERATION

Responses as percent (%) where applicable. Responses to items 11 and 14 are numbers.

N = 1147
NR = No Response
NA = Not Applicable

KNOXVILLE CITY SCHOOLS (KCS) SURVEY
(SURVEY RESULTS: 1984 SURVEY)

LEAVE THIS BLANK

1. What is your zip code? 10 represented Most: 17, 19, 20, 21 7 NR — 1-5

2. How long have you lived in the Knoxville City School (KCS) District? — 6
   * 13 (1) 0-2 years
   11 (2) 3-5 years
   15 (3) 6-10 years
   41 (4) 11- more years
   75 NR

NA 3. Do you have children in the Knoxville City Schools (KCS) now? _____Yes _____No — 7

NA 4. Have you had children in the KCS in the last 5 years? _____Yes _____No — 8

5. The quality of education which KCS provides children is: — 9
   25 (1) above average
   54 (2) average
   16 (3) below average
   5 (4) do not know
   24 NR

6. What one thing could be done to improve the quality of education in the KCS? — 10-11

	Please check appropriate column(s) for questions 7-9.	yes (1)	no (2)	not sure (3)	
7.	The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities? 23 NR	80	5	15	12
8.	Has student basic skills achievement in the KCS improved in the last five years? 46 NR	48	13	39	13
9.	Has the quality of instruction in the KCS improved in the past 5 years? 37 NR	39	17	44	14

10. What "grade", generally, would you give the Knoxville City Schools? — 15
    9 (1) "A"
    39 (2) "B"
    44 (3) "C"
    7 (4) "D"
    1 (5) "F"
    63 NR

11. Please check items about which you would like to know more. (Numbers of responses) — 16-23, 24 blank
    307 (1) school budget
    394 (2) school board
    383 (3) class size
    468 (4) alternative programs
    620 (5) regular classroom program
    585 (6) local test scores compared to state and national norm
    (several) (7) other (Please note)

12. I have trust and confidence in the Knoxville City School system's: — 25-29

	Super-intendent	School Board	Prin-cipals	Teachers	Central Admin.
1. Agree	56	51	74	74	NA
2. Disagree	10	20	9	10	NA
3. Don't Know	34	29	17	16	NA
NR	190	210	183	179	

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry, a - m.

	High (1)	Medium (2)	Low (3)	NR (N)	
(a) adult and community education	21	56	23	212	30
(b) alternative schools/programs	17	52	11	215	31
(c) arts/music	35	55	10	214	32
(d) basic skills-language arts	84	16	1	159	33
(e) basic skills-mathematics	79	18	3	174	34
(f) career/vocational education	46	45	9	222	35
(h) early childhood/education	52	38	10	212	36
(i) health/physical education	38	55	7	221	37
(j) science/social science	60	38	2	211	38
(k) special educ./learning problems	56	39	5	210	39
(m) technology/computers	46	46	8	246	40

14. Where do you get most of your information about the schools? (Check one answer). — 41
    201 (1) parents of children in school
    39 (2) other individuals in community
    162 (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.)
    118 (4) school employees
    254 (5) students
    201 (6) newspapers
    58 (7) radio/TV
    11 (8) other

→ Numbers of responses
* Percents may not equal 100 due to rounding

KNOXVILLE CITY SCHOOLS (KCS) SURVEY: 1985
Random (N=1323)

Please provide us your best information, impressions and/or ideas.

LEAVE THIS BLANK

1. What is your zip code? (See attached) NR(n) = 17 — 1-5

2. How long have you lived in the Knoxville City School (KCS) District? — 6
   1 (1) 0-2 years; 11 (3) 6-10 years; NR(n) = 13
   7 (2) 3-5 years; 78 (4) 11+ more years

3. Do you have children in the Knoxville City Schools (KCS) now? 33 Yes 67 No NR(n) 21 — 7

4. Have you had children in the KCS in the last 5 years? 43 Yes 57 No NR(n) 43 — 8

5. The quality of education which KCS provides children is: — 9
   18 (1) above average; 16 (3) below average; NR(n) = 55
   57 (2) average; 9 (4) do not know

6. What one thing could be done to improve the quality of education in the KCS? (Top 4) (See attached). — 10-11
   1) Staff Quality, 2) Academic Programs, 3) Salaries/Incentives, 4) Class Size

Please check appropriate column(s) for questions 7-9.

	NR	yes (1)	no (2)	not sure (3)	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities?	82	72	8	20	12
8. Has student basic skills achievement in the KCS improved in the last five years?	68	51	17	32	13
9. Has the quality of instruction in the KCS improved in the past 5 years?	85	40	23	37	14

10. What "grade", generally, would you give the Knoxville City Schools? NR(n) = 87 — 15
    6 (1) "A"; 43 (3) "C"; 2 (5) "F"
    37 (2) "B"; 9 (4) "D"

11. Please check items about which you would like to know more. (Numbers of Responses) — 16-23
    486 (1) school budget; 521 (5) regular classroom program
    341 (2) school board; 576 (6) local test scores compared to
    504 (3) class size; state and national norm — 24
    479 (4) alternative programs; 66 (7) other (Please note) — blank

12. I have trust and confidence in the Knoxville City School system's: — 25-29

	Super-intendent	School Board	Prin-cipals	Teachers	Central Admin.
1. Agree	46	27	60	64	30
2. Disagree	22	33	14	13	26
3. Don't Know	32	39	26	23	44
NR(n) =	196	250	261	230	129

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry, a - m.

	High (1)	Top 5	Medium (2)	Low (3)	Top 5	NR (n)	
(a) adult and community education	27		54	19	1	233	30
(b) alternative schools/programs	35		54	11	2.5	266	31
(c) arts/music	40		50	10	3	230	32
(d) basic skills-language arts	71	2	23	6		208	33
(e) basic skills-mathematics	75	1	20	5		210	34
(f) career/vocational education	48		48	4		246	35
(g) early childhood/education	57	3	34	9		237	36
(i) health/physical education	38		51	11	2.5	252	37
(j) science/social science	59	1	36	5		231	38
(k) special educ./learning problems	58	4	34	8		227	39
(m) technology/computers	69		39	12	2	229	40

14. Where do you get most of your information about the schools? (Check one answer). — 41
    479 (1) parents of children in school; 117 (4) school employees
    80 (2) other individuals in community; 127 (5) students
    138 (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.); 257 (6) newspapers; NR(n) = 45
    40 (7) radio/TV
    40 (8) other

→ Numbers of Responses shown

Responses shown as rounded percents. NR = No Response, reported a number (n).
Percents may not equal 100 due to rounding. Items 11 and 14 are numbers.

Summary of 1985 KCS Survey Responses: Random Group (n=1323).

KNOXVILLE CITY SCHOOLS (KCS) SURVEY: 1985
Non-Random (N=670)
Please provide us your best information, impressions and ideas

LEAVE THIS BLANK

1. What is your zip code? (See attached) NR(n) = 7 — 1-5

2. How long have you lived in the Knoxville City School (KCS) District? — 6
3 (1) 0-2 years; 11 (3) 8-10 years; NR(n) = 3
9 (2) 3-5 years; 78 (4) 11+ more years

3. Do you have children in the Knoxville City Schools (KCS) now? 41 Yes 59 No NR(n) 10 — 7

4. Have you had children in the KCS in the last 5 years? 52 Yes 48 No NR(n) 21 — 8

5. The quality of education which KCS provides children is: — 9
14 (1) above average; 23 (3) below average; NR(n) = 21
36 (2) average; 7 (4) do not know

6. What one thing could be done to improve the quality of education in the KCS? (Top 4) (See attached). — 10-11
1) Staff Quality, 2) Academic Programs, 3) Class Size, 4) Salary/Incentives

Please check appropriate column(s) for questions 7-9.

	NR	yes (1)	no (2)	not sure (3)	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities?	28	22	7	21	12
8. Has student basic skills achievement in the KCS improved in the last five years?	23	7	20	29	13
9. Has the quality of instruction in the KCS improved in the past 5 years?	31	40	26	34	14

10. What "grade", generally, would you give the Knoxville City Schools? NR(n) = 30 — 15
7 (1) "A"; 47 (3) "C"; 5 (5) "F"
31 (2) "B"; 10 (4) "D"

11. Please check items about which you would like to know more. (Numbers of Responses) — 16-23
270 (1) school budget; 260 (5) regular classroom program
193 (2) school board; 288 (6) local test scores compared to
251 (3) class size; state and national norm — 24
250 (4) alternative programs; 21 (7) other (Please note) — blank

12. I have trust and confidence in the Knoxville City School system's: — 25-29

	Super-intendent	School Board	Prin-cipals	Teachers	Central Admin.
1. Agree	44	32	61	71	24
2. Disagree	26	44	18	11	31
3. Don't Know	30	24	21	18	44
NR(n) =	81	109	103	102	162

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry, a - m.

	High (1)	Top 5 Rk	Medium (2)	Low (3)	Top 5 Rk	NR (n)	
(a) adult and community education	29		53	17	1	91	30
(b) alternative schools/programs	34		52	14	2	118	31
(c) arts/music	39		48	13	2.5	101	32
(d) basic skills-language arts	69	2	24	7		74	33
(e) basic skills-mathematics	74	1	20	6		73	34
(f) career/vocational education	46		46	8		95	35
(h) early childhood/education	55	5	33	11		92	36
(i) health/physical education	36		52	12	5	97	37
(j) science/social science	60	3	34	6		104	38
(k) special educ./learning problems	58	4	34	8		89	39
(m) technology/computers	50		37	12	2.5	87	40

14. Where do you get most of your information about the schools? (Check one answer). — 41
281 (1) parents of children in school
63 (2) other individuals in community
71 (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.)
44 (4) school employees
51 (5) students
107 (6) newspapers NR(n) = 17
24 (7) radio/TV
18 (8) other
Numbers of Responses shown

Responses shown as rounded percents. NR = No Response, reported a number (n).
Percents may not equal 100 due to rounding. Items 11 and 14 are numbers.

Summary of 1985 KCS Survey Responses: Non-Random (n=670).

Knoxville City Schools (KCS) Survey: 1985
Pilot Survey Summary N=244; 9/85

NR = No Response, reported as numbers. Items 11 and 14 reported as numbers. Other responses as Percents. Due to rounding, percent may not = 100.

---

1. What is your zip code? (See attached)

2. How long have you lived in the Knoxville City School (KCS) District? Percents

5	(1) 0-2 years	16	(3) 6-10 years
7	(2) 3-5 years	76	(4) 11+ more years

NR = 6

3. Do you have children in the Knoxville City Schools (KCS) now? 36 Yes 64 No

4. Have you had children in the KCS in the last 5 years? 48 Yes 52 No

5. The quality of education which KCS provides children is: (Percents)

20	(1) above average	14	(3) below average
35	(2) average	9	(4) do not know

NR = 14

6. What one thing could be done to improve the quality of education in the KCS? (Top 4) (See attached)
1) Improve Academics; 2) Reduce Class Size; 3) Remove Politics; 4) Improve Staff

Please check appropriate column(s) for questions 7-9.

	NR(N)	yes (1)	no (2)	not sure (3)
			Percents	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities?	14	69	10	21
8. Has student basic skills achievement in the KCS improved in the last five years?	13	33	21	29
9. Has the quality of instruction in the KCS improved in the past 5 years?	28	47	23	30

10. What "grade", generally, would you give the Knoxville City Schools? (Percents)

11	(1) "A"	43	(3) "C"	1	(5) "F"
37	(2) "B"	8	(4) "D"		

NR = 13

11. Please check items about which you would like to know more. (Response = Number)

92	(1) school budget	93	(5) regular classroom programs
68	(2) school board	120	(6) local test scores compared to state and national norms
91	(3) class size		
83	(4) alternative programs		(7) other (Please note)

12. I have trust and confidence in the Knoxville City School system's: (Percents)

	Superintendent	School Board	Principals	Teachers	Central Admin.
1. Agree	37	40	59	68	37
2. Disagree	32	30	32	26	42
3. Don't Know	16	30	9	6	24
NR (N)	49	57	46	42	71

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry. a - m.

	High (1)	Medium (2)	Low (3)	NR (N)
(a) adult and community education	42	48	12	42
(b) alternative schools/programs	33	38	8	57
(c) arts/music	37	51	12	53
(d) basic skills-language arts	71	26	4	48
(e) basic skills-mathematics	73	23	4	45
(f) career/vocational education	58	37	7	48
(h) early childhood/education	58	32	10	50
(i) health/physical education	34	51	15	56
(j) science/social science	33	39	8	56
(k) special educ./learning problems	55	37	7	48
(m) technology/computers	57	34	9	46

14. Where do you get most of your information about the schools? (Check one answer).

32	(1) parents of children in school	11	(4) school employees
7	(2) other individuals in community	4	(5) students
15	(3) public events sponsored by schools (i.e., open house, board of education meetings, sports, etc.)	17	(6) newspapers
		1	(7) radio/TV
		1	(8) other

NR = 12

→ Numbers of Responses

OAK RIDGE CITY SCHOOLS (ORCS) PILOT SURVEY OVERVIEW

All percents rounded. Totals may not equal 100 due to rounding.

(N=86)

1. Do you live in the city of Oak Ridge? Yes 85 No 1
   No Response (NR) 0

2. How many years have you lived in the city?

   0-20 46 (51%) 21-43 42 (49%)

3. Are you adequately informed about ORCS? Yes 61 No 19
   No Response (NR) 6

4. Do you have children in school in Oak Ridge? Yes 33 (38%) No 53 (62%)
   No Response (NR) 0

5. If your children are grown, did they attend ORCS?

	N	%
Yes	47	(89%)
No	6	(11%)
NR	33	

Grade (% omits NR)	A N	A %	B N	B %	C N	C %	D N	D %	F N	F %	NR
6. Oak Ridge City Schools	36	43	34	41	10	12	2	2	0	0	4
7. Other Systems in the Area	3	5	10	20	34	56	7	12	1	2	25
8. The Public Schools Nationally	3	5	12	18	41	62	10	15	0	0	20
9. The Teachers in ORCS	27	34	36	46	14	18	2	3	0	0	7
10. The ORCS Principals	25	32	36	46	15	19	1	2	0	0	7
11. Other ORCS Administrative Personnel	15	21	35	50	18	26	2	3	0	0	16
12. The Oak Ridge School Board	18	23	32	41	27	34	2	2	0	0	7
13. Your Involvement in ORCS	12	18	32	41	26	38	11	16	5	7	18

Do you favor (F) or oppose (O) the following? (% omits NR)

	F N	F %	O N	O %	NR N
14. Open Campus at OR High School?	30	38	48	62	8
15. Half Day on Wednesday?	51	64	26	.	9
16. The Current School Bus System?	45	68	21	32	20
17. Moving the 6th Grade to Junior High School?	34	49	41	59	10
18. Moving 9th Grade to High School?	44	58	32	42	10
19. The Present Student-Teacher Ratios?	49	82	11	18	26
20. Current School District Lines?	50	85	9	15	27
21. A New East End Elem. Sch.?	38	70	16	30	32
22. Freedom of Choice for Elem. School Attendance?	28	39	44	61	14
23. Extended School Year?	26	36	47	64	13

Listed below are several areas of study and/or activities conducted in the Oak Ridge City Schools. For each item circle the response which best reflects your evaluation of the emphasis in these areas.

	Too Much N	Too Much %	About Right N	About Right %	Too Little N	Too Little %	No Response N
24. Reading	1	1	52	79	13	20	20
25. Written Expr.	1	1	32	48	34	51	19
26. Penmanship	7	11	32	49	26	40	21
27. Arith./Math	6	9	49	77	9	14	22
28. Art	3	5	45	68	18	27	20
29. Music	2	3	51	77	13	20	20
30. Foreign Lang.	2	3	39	60	24	37	21
31. Science	2	3	50	78	12	19	22
32. Soc. Stu.	0		54	83	11	17	21
33. Phys. Ed.	5	8	49	76	10	16	22
34. Athletics	20	31	42	66	2	3	22
35. Homework	11	18	41	66	10	16	24
36. Computers	5	8	40	63	18	29	23
37. Achievement Test Scores	11	18	44	73	5	9	26
38. Progs. for Handicapped	3	5	40	73	12	22	31
39. Progs. for Gifted	8	13	38	64	14	23	26
40. Progs. for Learning Disabled	1	2	45	79	11	19	29
41. Voc. Education	39	80	10	20	0		37
42. Fund-Raising Activities	9	17	39	74	5	9	33
43. Parent Conferences	2	3	47	77	12	20	25
44. Guidance Programs	2	3	45	76	12	20	27
45. School Lunch Program	0		51	89	6	11	29
48. Discipline	1	1	37	57	27	42	21

APPENDIX B

OAK RIDGE CITY SCHOOLS (ORCS) SURVEY (Fall, 1985)

TOTAL COMMUNITY RESPONSE (N=1801).

Percents rounded and therefore may not equal 100.

This is a survey prepared by the Oak Ridge Education Task Force, a group appointed by the Oak Ridge School Board and the Oak Ridge City Council. Please answer all the questions as carefully as possible. Place your completed survey in the enclosed envelope. Please mail your survey or take it to a box located in one of the following places: any Oak Ridge City School, Oak Ridge Public Library, Scarboro Community Center, or the lobby of the OAK RIDGER. Surveys received after November 10 cannot be used.

1. How long have you lived in Oak Ridge?

N	NR
1763	38

Yrs	N	%	Yrs	%
0-20	830	47	1-13	33
21+	933	53	14-30	33
			31-47	33

40 yrs (N=107), 30 yrs (74), 41 yrs (72), 10 yrs (70).

		N	%		N	%	NR
2.	Do you have children in school in Oak Ridge?	Yes 880	49	No	906	51	15

3. If yes, circle the schools(s) your child(ren) attend(s). (Numbers are reported)

Glenwood 94 Woodland 139 Willow Brook 76 Private 30 Linden 176

Jefferson 216 Robertsville 226 Oak Ridge High 400 Others 21

4. If your children are grown, did they attend ORCS? Yes 929 No 95 NR 777

How would you grade the following	A		B		C		D		F		NR
	N	%	N	%	N	%	N	%	N	%	N
5. Oak Ridge City schools	684	40	854	50	143	8	31	2	10	1	79
6. Public schools nationally	60	4	290	17	1085	65	224	13	21	1	121
7. Teachers in the ORCS	503	30	938	55	219	13	29	2	9	1	103
8. Principals in the ORCS	480	29	816	49	297	18	50	3	21	1	137
9. Oak Ridge School Board	305	19	769	47	437	27	89	5	28	2	173
10. Discipline in the ORCS	210	13	668	40	503	30	208	12	85	5	127

Do you favor (F) or oppose (O) the following?	F		O		NR
	N	%	N	%	N
11. Open campus at Oak Ridge High School	601	36	1066	64	134
12. The current Wednesday schedule	1114	68	531	32	156
13. The current school bus system	1105	72	432	28	264
14. Sixth grade in junior high schoc.	773	47	868	53	160

15.	Ninth grade in high school	977	59	668	41	156	
16.	Allowing parents to choose the public school their child attends	667	40	1020	60	114	

Listed below are several areas of study and/or activities conducted in the Oak Ridge City Schools. For each, circle the number under the phrase which best reflects your evaluation of the emphasis in these areas.

Rk = Rank

		Too much		About Right		Too Little		NR	Needs More Attention (N only)	
		N	%	N	%	N	%		1+2+3	Rk
17.	Written Expression	22	1	865	53	732	45	182	629	1
18.	Penmanship	39	2	802	50	750	47	210	239	6
19.	Art & Music	145	9	1265	78	207	13	184	106	9
20.	Foreign Language	60	4	1052	66	92	30	207	287	4
21.	Science & Math	63	4	1259	78	297	18	182	422	2
22.	Athletics	539	33	996	62	83	5	183	81	10
23.	Homework	158	10	1017	65	399	25	227	266	5
24.	Programs for Handicapped	109	8	1009	70	325	23	358	198	8
25.	Programs for Gifted	224	15	934	61	368	24	275	199	7
26.	Guidance Programs	104	7	933	59	533	34	231	412	3

27. From the above (items 17-26), list the numbers of the three (3) areas which you feel need the most attention. (Reported above in 17-26) [Combined 1+2+3]

	Rank 1	Rank 2	Rank 3
1.	17	21	26
2.	21	17	20
3.	26	23	17

			N	%	NR
28.	Are you adequately informed about the ORCS? (Check one.)	Yes	1220	74	159
		No	422	26	

29. How do you get most of your information about the ORCS?

	N	Rk	NR		N	Rk	NR
Parents of children	900	3	901	Newspaper	1305	1	496
Students	911	2	890	Radio/TV	194	6	1607
School employees	526	4	1275	Other	256	5	1545

30. In this space write any other comments you care to make would help the Task Force in its work.